

# Evergreen Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Evergreen Middle School
<b>Street</b>	19500 Learning Way
<b>City, State, Zip</b>	Cottonwood, CA 96022-9649
<b>Phone Number</b>	(530) 347-3411
<b>Principal</b>	Mrs. Kristen Nobles
<b>Email Address</b>	knobles@evergreenusd.org
<b>School Website</b>	www.evergreenusd.org
<b>County-District-School (CDS) Code</b>	52715226111629

## 2022-23 District Contact Information

<b>District Name</b>	Evergreen Union School District
<b>Phone Number</b>	(530) 347-3411
<b>Superintendent</b>	Brad Mendenhall
<b>Email Address</b>	bmendenhall@evergreenusd.org
<b>District Website Address</b>	www.evergreenusd.org

## 2022-23 School Overview

Welcome to Evergreen Middle School, where originality, creativity, and leadership are coupled with high academic expectations. Our teachers relentlessly work to build 21st Century skills in ALL students (collaboration and teamwork, creativity and innovation, critical thinking and problem solving, and effective communication) in the classroom, out on campus, as well as on any court or field. Caring about the development of the whole child, we aim to assist every student recognize his/her gifts, acknowledge areas of challenge, and improve themselves to truly be the best they can be academically, socially, emotionally and physically.

Building relationships with our students, their parents, and the community sets our school apart from other institutions. Here at Evergreen, our dedicated staff - teachers, aides, office employees, school nurse, bus drivers, and cafeteria, custodial, and maintenance workers - understand and own their role in your child's educational experience; collaboratively, they work to make the learning environment and campus safe, memorable, and fun.

A strong education opens many doors for students in their future; it is vital we work together to make this happen. Come visit our campus, our classrooms, an athletic event, or our Open House evening, and you'll understand why our motto is: "All students can learn, and TOGETHER we make the difference."

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	110
Grade 6	106
Grade 7	104
Grade 8	105
Total Enrollment	425

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	2.8
Asian	2.1
Black or African American	0.5
Filipino	0.2
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.1
White	70.1
English Learners	4.9
Foster Youth	1.9
Homeless	11.1
Migrant	0.0
Socioeconomically Disadvantaged	54.1
Students with Disabilities	11.5

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.80	73.31	54.50	77.54	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.11	1.00	1.42	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	8.21	4.00	5.69	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.50	10.27	8.70	12.49	12115.80	4.41
<b>Unknown</b>	1.00	4.11	2.00	2.84	18854.30	6.86
<b>Total Teaching Positions</b>	24.30	100.00	70.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	1.50	
<b>Total Out-of-Field Teachers</b>	<b>2.50</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.50	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbooks and instructional materials noted below were adopted by the Evergreen Union School District School Board in the year noted below. Health materials are continually updated, as new versions become available, to remain consistent with changes in the CA Health Framework and in local communities. The Reading/Language Arts, Mathematics, Social Science, and Science adoptions are all from the most recent list of standards-based materials adopted by the State Board of Education. All students have access to their own assigned copy of the curriculum.

<b>Year and month in which the data were collected</b>	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Reading, Grades TK-5 (6); 2016 StudySync, Grades (6) 7-8, 2016	Yes	0%
<b>Mathematics</b>	ST Math, Grade TK; 2021 Into Math, Grades K-8, 2021	Yes	0%
<b>Science</b>	Inspire Science, TK-8, 2019	Yes	0%
<b>History-Social Science</b>	Social Studies Alive!, Grades K-5, 2020 TCI, History Alive!, Grades 6-8, 2020	Yes	0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	Erika's Lighthouse, 2022 Prevention Organized to Educate Children on Trafficking, 2022 Botvin Life Skills, 2018 Health Smart ETR, 2021 Positive Prevention, 2021 Second Step (including Bullying Prevention Unit & Child Protection Unit), Grades Preschool-8, 201	Yes	0%
<b>Visual and Performing Arts</b>	N/A		

## School Facility Conditions and Planned Improvements

The Evergreen Middle School campus received an overall GOOD rating on the Facility Inspection Tool (FIT) in October of 2022. The systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external systems are in all in GOOD repair at this attractive rural site. Repairs needed have been recorded and actions are being put in place to ensure repairs, if they have not already been completed.

We have continued to promote the physical safety of students at Evergreen Middle by adding fencing around our perimeter, ensuring our lockdown and fire alarm horns are working effectively, and consistently checking our two-way radios and Aeries Communication for staff to communicate concerns and communicate with families, respectively. Window blinds, window tinting, and the use of magnets on all locked doors are used to ensure safety should we need to go into lockdown.

Any issues regarding facility repair are either a) promptly brought to the attention of the EUSD Safety Committee, who meets monthly, or more often if need be, to address areas that are a safety concern, or b) submitted as a maintenance request to the EUSD Maintenance Department.

**Year and month of the most recent FIT report**

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			There is no hazardous material cabinet available; one will be ordered.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	53	N/A	48	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	32	N/A	34	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	423	418	98.82	1.18	53.11
<b>Female</b>	206	204	99.03	0.97	61.27
<b>Male</b>	217	214	98.62	1.38	45.33
<b>American Indian or Alaska Native</b>	12	12	100.00	0.00	75.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	74	100.00	0.00	43.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	22	21	95.45	4.55	52.38
<b>White</b>	302	298	98.68	1.32	55.70
<b>English Learners</b>	15	15	100.00	0.00	6.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	49	48	97.96	2.04	43.75
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	244	241	98.77	1.23	48.55
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	49	49	100.00	0.00	16.33

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	423	418	98.82	1.18	32.30
<b>Female</b>	206	204	99.03	0.97	33.82
<b>Male</b>	217	214	98.62	1.38	30.84
<b>American Indian or Alaska Native</b>	12	12	100.00	0.00	16.67
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	74	100.00	0.00	28.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	22	21	95.45	4.55	33.33
<b>White</b>	302	298	98.68	1.32	34.56
<b>English Learners</b>	15	15	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	49	48	97.96	2.04	29.17
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	244	241	98.77	1.23	27.80
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	49	49	100.00	0.00	4.08

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	34.85	32.68	35.55	31.86	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	208	205	98.56	1.44	32.68
<b>Female</b>	109	108	99.08	0.92	36.11
<b>Male</b>	99	97	97.98	2.02	28.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	33	33	100	0	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100	0	25
<b>White</b>	153	150	98.04	1.96	34.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	20	19	95	5	26.32
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	123	121	98.37	1.63	27.27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	18	100	0	5.56

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83	82	84	83	85
Grade 7	82	82	82	82	82

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

At Evergreen Middle School, families are viewed as critical members of the school leadership team and are actively offered a variety of options for contributing to the school's and student's success. Many family members and community members are involved on many different levels, including the School Site Council (SSC), Parent Club, field trips, fundraisers, and Action Team Committees. We recognize that parent involvement drops off dramatically after elementary school, therefore we will continue to make efforts to encourage parents to stay involved.

The school uses monthly newsletters, frequent emails, and social media posts to communicate with families to keep them involved.

For more information about how to get involved, please contact the Evergreen Middle School site Secretary at (530) 347-3411.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	464	454	164	36.1
Female	224	222	86	38.7
Male	240	232	78	33.6
American Indian or Alaska Native	13	13	4	30.8
Asian	11	11	2	18.2
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	85	83	27	32.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	29	28	10	35.7
White	323	316	120	38.0
English Learners	22	22	7	31.8
Foster Youth	12	9	2	22.2
Homeless	58	54	18	33.3
Socioeconomically Disadvantaged	283	273	101	37.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	55	29	52.7

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.38	2.56	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	4.59	9.48	2.34	4.34	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.48	0.00
Female	7.59	0.00
Male	11.25	0.00
American Indian or Alaska Native	7.69	0.00
Asian	9.09	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	24.14	0.00
White	8.36	0.00
English Learners	13.64	0.00
Foster Youth	16.67	0.00
Homeless	12.07	0.00
Socioeconomically Disadvantaged	11.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.47	0.00

## 2022-23 School Safety Plan

We revise our Comprehensive School Safety Plan, annually. The plan includes a summary of Evergreen Middle School's vision, goals, and action plan to promote safety; general policies; and procedures for emergencies, exit route maps, and phone trees. Evergreen Middle School staff and students must be prepared for a variety of emergencies. This well-proposed plan for prompt and efficient action will minimize injuries and loss of life during a disaster. In every case, staff implements the following protocol - otherwise known as the "OODA" loop (observe, orient, decide, act). This plan was last reviewed, updated and Board approved in September 2022.

In addition to the Comprehensive School Safety Plan, the EUSD Covid Prevention Plan and EUSD Student Covid Safety Plan provides details of protocols in place in support of staff and student health in light of Covid-19. Both plans are available on our school website and in the school office, and we share it with all staff during a school wide staff meeting each August.

We practice fire drills, monthly, lockdown drills, every other month, and hold trainings for staff on emergency preparedness and Covid protocols, annually.

Teachers regularly review the rules/expectations for safe, responsible student behavior. In addition, we have a Personal Growth class for upper grade students to assist with creating and maintaining a positive school climate. The class addresses mental, physical, social, and emotional health. We have incorporated prevention materials around bullying, suicide, and trafficking.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8749.48	880.94	7868.54	65,144
District	N/A	N/A	7868.54	\$73,459
Percent Difference - School Site and District	N/A	N/A	0.0	-12.0
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	17.6	-26.0

## 2021-22 Types of Services Funded

Title I funds are used to support our paraprofessional salaries and benefits for direct student support along with Professional Development for our staff. Additional Local Control Funding Revenues and other State Revenues are used to purchase standards based materials and to replenish consumable student materials, as well as support continued purchasing technology to be placed directly in the classroom.

Concentration/supplemental revenues are used to provide increased and/or improved services to the students that generate those funds.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,332	\$51,591
Mid-Range Teacher Salary	\$75,795	\$79,620
Highest Teacher Salary	\$94,962	\$104,866
Average Principal Salary (Elementary)	\$117,445	\$131,473
Average Principal Salary (Middle)	\$117,445	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$128,000	\$205,661
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

Evergreen Union School District supports and encourages various forms of professional development. There are two days before school starts devoted to staff development, which encompasses experts either inside or outside our school district providing information to meet the unique needs of individuals and school sites. In addition, every Friday staff are released from instruction early so that they can participate as Professionals Learning in Community (PLC) opportunities; these times are devoted strictly to collaboration or deeper learning in specific areas needing further development or growth provided by experts in the content area or topic. State and local data, needs assessments, and staff surveys drive the professional development. The district continues to recognize a need to (re) build an exemplary system with a focus to simplify, clarify, and prioritize/align the social emotional and academic instruction our students receive. Professional development across grade level and content area groups are presently focused on this opportunity to learn together and develop collective efficacy.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2